

St JOSEPH'S COLLEGE

**division of
general studies
1980-81 catalogue**

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St JOSEPH'S COLLEGE

**division of
general studies
1980-81 catalogue**

245 Clinton Avenue
Brooklyn, N.Y. 11205
(212) 622-4690

155 Roe Boulevard
Parchogue, N.Y. 11772
(516) 654-5711

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Notwithstanding anything contained in this catalogue, the College administration expressly reserves the right, where it deems advisable,

1. to change or modify its schedule of tuition and fees, and
2. to withdraw, cancel, reschedule or modify any course, program of study or degree, or any requirement in connection with any of the foregoing.

NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

St. Joseph's College, New York admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other College-administered programs.

THE COLLEGE

AIMS OF ST. JOSEPH'S COLLEGE

St. Joseph's College, as an independent, liberal arts, coeducational college, seeks to create a free atmosphere in which students and faculty together can investigate the major areas of human knowledge as the bases for a more effective participation in the contemporary world.

The College attempts to realize this general philosophy by attaining a number of specific objectives. Among these are the following:

- to affirm the dignity, freedom, and ultimate value of the human person.
- to provide an atmosphere for open dialogue, individual attention, innovative teaching, and creative experimentation.
- to inspire in students a spirit of inquiry and the joy of learning as an ongoing part of their lives.
- to prepare students for their life work by providing the necessary professional and preprofessional training.
- to educate students to an awareness of personal responsibility for an intelligent and critical participation in the local and world-wide community.
- to participate in cooperative ventures with other institutions of higher learning in the metropolitan and regional areas.

HISTORY

Chartered by the Regents of the University of the State of New York on February 24, 1916, St. Joseph's College for Women, as it was then known, held its first classes at 286 Washington Avenue, located in the Clinton Hill section of Brooklyn. Two years later, having outgrown its original facility, the College moved to its present site at 245 Clinton Avenue. In recognition of its evident success, stability and soundness of program, the Regents granted St. Joseph's College an Absolute Charter in 1919. Reverend William T. Dillon, J.D., Professor of Philosophy, Dean of the College, and later its President, guided its growth during the significant years that followed. The College was accredited in 1928 by the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools. Maintaining high standards of academic excellence, professional competence, and a notable spirit of community service, the College drew increasing numbers of young women. Having pioneered in the study of Child Development, St. Joseph's opened a laboratory pre-school in 1934.

Sister Vincent Thérèse Tuohy assumed the presidency in 1956. Under her leadership, the long term development program for the College was concretized in the erection of two facilities for the College. McEntegart Hall, a multi-functional building housing the library and classrooms, was opened in 1965; the Dillon Child Study Center followed in 1968.

Sister George Aquin O'Connor was elected President and assumed responsibility on July 1, 1969. In 1970, a Charter amendment changed the name to St. Joseph's College, New York and enabled the College to admit the first men students to full matriculation. On February 2, 1971, St. Joseph's College inaugurated an extension program in the collegiate center formerly known as Brentwood College, and moved to develop a degree program in Brentwood oriented to the third and fourth years of college. This Upper Division baccalaureate program opened in September, 1972, and the Board of Regents of the State of New York authorized St. Joseph's College to join C.W. Post Center, L.I.U., in a Coordinate Campus program, the first such pattern adopted in the State. In 1976 on petition of the Trustees, this Suffolk County operation was authorized by the Regents to operate as a branch campus of St. Joseph's College. In 1978 St. Joseph's College expanded its operation at the Suffolk Branch Campus to a full four-year program, and in 1979 moved to a new twenty-five acre lake-side campus in Patchogue.

A continuing education program, which over many years had provided courses for adults on a non-matriculated basis, in the early 1970's developed a more clearly defined program for non-traditional and/or career oriented adults interested in earning a degree. In April, 1974, the College registered with the New York State Education Department the Bachelor of Science in General Studies. This program and additional programs designed for adult professionals are administered by the Division of General Studies, with courses offered in Brooklyn, at the Suffolk Branch, and at the extension sites.

LOCATION

The main campus is located in the residential Clinton Hill section of Brooklyn. St. Joseph's College, an urban college with a campus, offers easy access to all transit lines, to the Long Island Expressway, to all bridges in Brooklyn, Manhattan, and Queens, as well as to the Verrazano-Narrows Bridge to Staten Island. This convenient location brings students from every part of the Greater New York Metropolitan area to the College each day, where they enjoy the freedom of campus life while profiting from the many cultural advantages of New York City. Within the space of one half hour, the students leaving St. Joseph's College may find themselves in the Metropolitan Museum of Art, the 42nd Street Library, Carnegie Hall and Lincoln Center, the Broadway theatre district, Madison Square Garden, or Shea Stadium.

The College itself stands in the center of one of the nation's most diversified academic communities, consisting of six colleges and universities within a two-mile radius of each other. As a member of the Brooklyn Educational and Cultural Alliance, which links these communities, St. Joseph's College offers its students easy access to the other colleges and such cultural facilities as Brooklyn Academy of Music, Brooklyn Public Library, and the Brooklyn Museum.

The Suffolk Campus of St. Joseph's College is located in Patchogue on Roe Boulevard. It is bounded on the north by Sunrise Highway and on the west by Waverly Avenue. It is easily accessible from the south shore locations via Southern State, Sunrise Highway, and from central and northern Long Island via Veterans Highway, Patchogue-Holbrook Road, Nichols Road or Route 112.

In addition to the Brooklyn and Suffolk campuses, the College has extension sites located in Brooklyn, Manhattan, Queens, Nassau, and Suffolk. These have been established to make a portion of students' coursework available in convenient locations. More information on these can be obtained by consulting the schedule of courses prepared prior to each semester.

ACCREDITATION AND MEMBERSHIPS

Accreditation

The College is accredited by the following:

- Commission on Higher Education, Middle States Association of College and Schools
- University of the State of New York, State Education Department

Membership

The College is a member of the following:

- American Council on Education
- Association of American Colleges
- Association of Colleges and Universities of the State of New York

Brooklyn Educational and Cultural Alliance
College Entrance Examination Board
Commission on Independent Colleges and Universities, State of
New York
Long Island Regional Advisory Council on Higher Education
National Catholic Educational Association

ACADEMIC CALENDAR

Classes for the academic year 1980-81 will begin on September 3. To accommodate the needs of the adult population, courses are scheduled in varying patterns—days, evenings, and weekends—including fifteen-week weekday sessions, and six-week and twelve-week Saturday sessions. These are available for Fall and Spring semesters, with a variation of the pattern during the Summer. Students should consult the schedule of classes each semester for specific class meetings times and dates.

ADMISSIONS AND FINANCES

St. Joseph's College admits qualified students of either sex and of any age, race, creed, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to the student at the College. It does not discriminate on the basis of age, sex, creed, color, national and ethnic origin, or handicap, in administration of its educational policies, admissions policies, scholarship and financial aid programs, athletics, and other school administered programs (compliance with Title IX of the Educational Amendment of 1972 and with Section 504 of the Rehabilitation Act of 1973).

ADMISSION REQUIREMENTS

Students wishing to pursue a degree within the Division of General Studies must be adults with a high school diploma or its equivalent. Additional requirements for majors or modules are indicated in the ***Curricular Offerings*** section of this catalogue.

APPLICATION PROCEDURE

Application forms for admission may be obtained from the Division of General Studies office at the Brooklyn or Suffolk campus. The completed application should be sent to the campus of students' preference.

When the application is received at the Division, the decision will be made regarding matriculation or provisional admittance to a degree program. Students may enroll in up to 18 credit hours of course work prior to completing the admission process. Only after their records have been evaluated and they have met with an advisor to plan a program, are they admitted as fully matriculated students.

Where evidence of a high school diploma or its equivalent does not appear on transfer credit documentation, it will be necessary for students to submit such evidence in order to be fully matriculated.

TRANSFER CREDIT

The College recognizes that adults beginning the baccalaureate degree oftentimes bring with them knowledge and skills acquired through a variety of modes, including college course work, in-service training, professional experience, certified diploma programs, and military training. The College makes available to students the opportunity to receive credit for what they have already learned, provided such learning experiences are applicable to students' programs, and skills and knowledge can be validated.

Credits for Collegiate Coursework

The College provides for transfer of up to 96 credit hours from approved, collegiate institutions.

College Proficiency Examinations

Students may apply for credit or placement for the equivalent of St. Joseph's College courses on the basis of their successful completion of examinations sponsored by:

1. CLEP—The College Board's College-Level Examination Program (Box 592, Princeton, New Jersey 08540).
2. CPEP—(The New York State Education Department's College Proficiency Examination Program (State Education Department, 99 Washington Avenue, Albany, New York 12210, Room 1924).
3. USAFI-DANTES—United States Armed Forces Institute Defense Activity for Non-Traditional Education Support (Commission on Accreditation of Service Experience of the American Council on Education, One Dupont Circle, Washington, D.C. 20036).

Credits for Non-Collegiate Coursework

The maximum number of credits accepted toward the baccalaureate degree for work completed in settings other than accredited collegiate institutions is 82 hours, including life experience credit.

1. The Division provides for the transfer of credits for individuals who have completed New York State recognized professional training programs, where such programs lead to New York State licensure. Decisions on credit awards of this type are made on an individual basis.
2. Selected professional, in-service or continuing education training may be converted to collegiate credit, where such training is of the highest standards and germane to the student's major/module or professional area, as determined by the appropriate Department Chairman in consultation with the Director.
3. The Division provides for the awarding of college credit as per the *Guide to the Evaluation of Educational Experience in the Armed Service* and the *Guide to Educational Programs in Non-Collegiate Organizations*.

General Limitations on Transfer Credit

1. The Division does not accept transfer credit earned from duplicative coursework or proficiencies.
2. Credit earned in remedial coursework or at pre-collegiate level is not accepted for transfer credit.
3. Grades from other institutions are not computed in the grade-point average.

Procedure for Requesting Transfer Credit

Students wishing to receive credit for prior educational experience should contact an advisor to find out which transfer credit documentation is necessary; e.g., official transcripts, college proficiency test results, copies of military training records (DD form 214 and in-service training records), professional in-service training verifications, copies of professional certificates, copies of professional licenses, etc. Official copies of the relevant documents must be sent directly from the institutions/agencies to the St. Joseph's College campus where students made initial application.

Transfer credit evaluations are not made until after students submit an application and are admitted at least provisionally.

LIFE EXPERIENCE CREDIT

General Studies students with extensive and varied experiential learning backgrounds may participate in the Life Experience Program, which gives students the opportunity to apply for credit for previous learning experience. Validated learning, not the experience alone, is the basis for awarding

credit. It should be noted that the Division of General Studies does not award credit for "having lived," but rather for having mastered, through professional, creative, volunteer, or other experience, material comparable to that covered in actual courses offered at the college level. Application for this program may not be made prior to full matriculation or during students' last semester. Students who have received the maximum number of transfer credits may take the Life Experience Seminar but may not apply for life experience credit. The maximum life experience credit to be awarded is 9 credit hours; an exception to this policy is possible but only under extraordinary circumstances.

The Life Experience Seminar is required of all students seeking life experience credits. The Seminar, for which a grade of pass or fail is awarded, is a mentored course designed to facilitate the assessment of life experience for the purpose of developing an experiential learning portfolio. In part, the Seminar consists of individualized exercises designed to identify acquired skills and competencies, and culminates in relating these to coursework as well as to career goals.

An integral part of the Seminar is the validation process, which consists of assembling all relevant documents into a life experience portfolio under the supervision of a qualified Mentor, who is a member of the Life Experience Evaluation Committee. Completed portfolios are submitted during the last class of the semester in which the Life Experience Seminar is offered. They are then directed by the Life Experience Coordinator to appropriate faculty members, who make a recommendation regarding the awarding of credit to the Life Experience Evaluation Committee, which, in turn, makes the final decision. Notification of the credit award is sent to students by the Registrar prior to the conclusion of the next regular semester. The Committee meets during the Fall and Spring semesters.

Since students applying for life experience credit work closely under the tutelage of a Mentor well versed in life experience evaluation, the likelihood of an appeal for reconsideration of the credits awarded is greatly reduced. In the event, however, that such a request is made, the Life Experience Coordinator will refer the portfolio to a faculty member not involved in the original award decision; that person will review and make recommendations to the Committee on any credits in question.

Students seeking life experience credit are required to take the Life Experience Seminar at the prevailing per credit charge.

In addition, students are required to cover the cost associated with evaluation of their portfolios. A fee of \$75.00 is charged at the time credit awards are made. When the Registrar notifies students of the credit awards, the students must then return a signed statement and a check for \$75.00, signifying that they accept the credit award.

Life experience credit awards may only be applied to the liberal arts electives or the unrestricted electives portion of the curricula.

STATEMENT OF COSTS

A remittance of \$15 is payable when the application for admission is filed. The application fee is a service fee and is in no case returnable.

Annual Tuition and Fees

Tuition	\$75 per credit
College fee	
1-8 credits	3 per credit
9 or more credits	25 per semester

Special Fees

Laboratory fee	\$20—50 per course
(Bio., Chem., Computer; consult office for specific fee)	
Graduation fee	50
Late registration fee	15
Make-up examination fee	20
Change of program fee	5
State certification fee	10
Transcript	2
Identification card	4
Fee for checks returned by bank	25

Neither a transcript nor a degree is issued until all financial obligations are settled. The College reserves the right to alter tuition charges and fees when such changes become necessary.

WITHDRAWAL FROM A COURSE; TUITION REFUNDS

All requests for a withdrawal and/or refund must be made in writing on a change of program form, which may be secured from the office. Ordinarily, withdrawal may take place up to midpoint of the term. However, refunds may be obtained only through the fifth calendar week for weekday classes and through the second class for weekend sessions. Students who do not withdraw officially from a course continue on the class roster and must satisfy course requirements. Failure to do so will result in the grade of F. *The date of withdrawal is the date on which written notice of such a request is actually received by the Registrar.* Refunds for withdrawals are computed on the following basis:

Weekday Classes

Withdrawal Effective	% of Refund
Prior to Beginning of Term	100%
Within First Two Calendar Weeks	80%
Within Third Calendar Week	60%
Within Fourth Calendar Week	40%
Within Fifth Calendar Week	20%
After Fifth Calendar Week	No refund

Saturday Six-Week Session

Withdrawal Effective	% of Refund
Prior to First Session	100%
After First Session	80%
After Second Session	20%
After Third Session	No refund

The rate of refund for any unique class scheduling configurations is prorated according to the above refund schedule. Withdrawal from courses may entitle students to a refund of tuition, but the college fee is retained.

GRADUATION

Students who expect to satisfy the requirements for the B.S. degree by the February 1981 academic convocation date and who wish to receive their diploma at that time must file an application for graduation by September 26, 1980.

Students who expect to satisfy the requirements for the B.S. degree by the June 1981 commencement date must file by December 19, 1980.

All students filing for graduation must have a total of 128 credits, at least 60 of which must be in the liberal arts.

FINANCIAL AID

All matriculating students, including transfer students, who will be in attendance at least on a half-time basis, may apply for financial aid. Consideration for financial aid from St. Joseph's College is dependent upon making application and receiving official notification of acceptance into the College.

To be considered for financial aid from government campus-based programs or College sources, students must submit **each year**:

1. Financial Aid Form and Supplement to the College Scholarship Service, Box 2700, Princeton, New Jersey 08541, designating St. Joseph's College as recipient. Fall entering students should file by February 25 for the ensuing academic year; Spring entering students

by November 15 for second semester of ensuing academic year. Students wishing renewal of aid should file by April 30. Transfer students should file by March 15. Priority will be given to students who adhere to filing dates.

2. Basic Educational Opportunity Grant (BEOG) Application.
3. Appropriate state applications: i.e., the Tuition Assistance Program (TAP) for New York State residents.

Transfer students **must** also have their Financial Aid transcripts forwarded from each previous college attended. This is a federal government requirement even if the student did not receive aid from the prior school(s). Because financial aid is not automatically transferred from one college to another, prospective transfer students should consult the Financial Aid Office as part of the admissions process.

Upon request, federal and/or state tax forms must be presented for validation purposes.

Students are expected to maintain satisfactory progress and be in good standing in accordance with the College guidelines.

It is the students' responsibility to notify the Financial Aid Office, in writing, of the amounts and sources of any outside aid students may receive (i.e., tuition reimbursement, etc.).

Eligibility for various programs may be affected by students' previous loan defaults and/or repayment owed to BEOG, etc. Consult current regulations.

In order to aid in student financial planning, the Financial Aid Office has provided the following table of estimated costs per academic year at St. Joseph's College.

Annual Student Budget

Tuition and Fees, Division of General Studies

Tuition	\$75 per credit
College Fee	
1-8 credits	3 per credit
9 or more	25 per semester

Example of Tuition and Fees

<i>Credit Hours</i>	<i>Cost</i>
3	\$ 234
6	468
9	700
12	925
15	1150

For refund policy, see the preceding section on Withdrawal From a Course or From the College.

Typical Commuter Dependent Student Budget

"Living at Home"	\$ 940
Books and Supplies	\$ 175
Personal Expenses	\$ 500
Transportation	
Brooklyn	\$ 350
Suffolk Campus	\$ 700

Typical Commuter Independent Student Budget

"Living at Home"	\$3240
Books and Supplies	\$ 175
Personal Expenses	\$ 720
Transportation	
Brooklyn	\$ 350
Suffolk Campus	\$ 700

These are maximum budgets. Other budgets are available upon request.
All costs are subject to change.

Financial Aid Programs

New York Financial Assistance

New York State offers various types of financial assistance to qualified college students who are state residents. It is very important that students seeking such aid obtain full information and meet promptly each application deadline. Current regulations are available from the Financial Aid Office.

Tuition Assistance Program (TAP)

Full-time matriculated students who have been residents of New York State for a year may be eligible to receive tuition assistance of \$200 to \$1800 depending upon the family's net taxable income, the number of full-time college students in the family, and eligibility for varying schedules.

Applications should be filed before July 1 for each academic year to insure tuition credit. Annual application is required.

Regents College Scholarships for Undergraduates

Candidates should seek directions from their high school principal and/or guidance counselor for this \$250 per year award.

Child of Veteran Award

Applications may be obtained from high school guidance counselors or by writing to the Corporation. The award is \$450 per year.

State Loans

Students seeking New York State guaranteed loans should apply to their local bank. Loans are up to \$2500 per class year. The maximum is \$7500 over 4 years. The current rate of interest is 7% per annum. Student loans are automatically subsidized by the federal government. No repayment or interest accrues until 9 months after leaving school.

Information on all the above may be obtained by writing to the New York State Higher Education Services Corporation, Albany, New York 12255.

Tuition Deduction, and the Parents' and Students' Savings Plan (PASS)

Beginning with the 1978 tax year, New York State resident parents (and others who pay the tuition of dependent, full-time students) may take a deduction for part of this tuition payment for State and City income tax purposes. Resident parents may also deduct amounts equivalent to payments into a qualified higher education fund. In both cases deductions are from federal adjusted gross income. For further information parents should contact: Department of Taxation & Finance, Taxpayer Assistance Bureau, Building 9, State Campus, Albany, N.Y. 12227.

Rehabilitation

Students who suffer from a chronic illness, emotional problem, or physical disability may be eligible for a grant which would help cover tuition and book fees. Contact the Office of Vocational Rehabilitation, New York State Education Department, Albany, New York 12230.

New York State Post Secondary Education Fund for Native American Students

Further information is available from
Native American Education Unit
New York State Education Department
Albany, New York 12230

Federal Programs

Basic Educational Opportunity Grants

These grants, authorized under the 1972 Higher Education Act, are to be funded by the federal government and provide aid to students of up to \$1800 for each undergraduate year. The grants do not exceed the difference between the amount students and their families can be expected to contribute and the total expenses of attending college.

Supplemental Educational Opportunity Grants

The College participates in this federal program authorized under Title IV of the Higher Education Act of 1964. Grants ranging in amounts from \$200 to \$1500 a year for a maximum total of \$4000 are awarded to students with exceptional financial need who would not be financially able to attend college without this assistance.

College Work-Study Program

St. Joseph's College is a participant in this federal program authorized in the Economic Opportunity Act of 1964. This program provides part-time employment on campus for students with great financial need in order to help them defray college expenses.

National Direct Student Loans

St. Joseph's College is a participant in the National Direct Student Loan Program established under Title II of the National Defense Education Act of 1958 (P.L. 85-864). This program provides loans for students who demonstrate financial need. Loans range between \$200—\$1,500. Maximum is \$5,000 for 4 years. Repayment of principal and 3% interest starts 9 months after leaving school. Students may possibly qualify for postponement or cancellation benefits.

Social Security Assistance

Federal Social Security benefits may be available for students whose parents are deceased, disabled, or retired. Application is made directly to students' local Social Security office.

Supplemental Security Income (S.S.I.)

S.S.I. may be available for students who themselves are disabled. Further information is available from students' local Social Security office.

Federal Scholarship for American Indians

Further information is available from the United States Department of Interior, Bureau of Indian Affairs, New York Liaison Office, Federal Building, Room 523, 100 South Clinton Street, Syracuse, N.Y. 13260.

Other Federal Student Financial Aid Programs

A large number of special-purpose federal programs exist. The most authoritative reference for additional information is: Catalog of Federal Domestic Assistance, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Veterans Information

Veterans and Children of Deceased Veterans

St. Joseph's College is fully approved by the New York State Education Department as well as other agencies for college-level education programs for veterans under federal and state laws. Veterans and children of veterans who qualify and who wish to pursue a course of study must present a certificate for Education and Training.

Information concerning these programs may be had by contacting the Veterans Administration Office, 252 Seventh Avenue, New York, N.Y. 10001.

ACADEMIC LIFE

DEGREE PROGRAMS

St. Joseph's College offers the following degree programs, which are registered with New York State Education Department.

College of Arts and Sciences

BACHELOR OF ARTS in Child Study, English, French, History, Mathematics, Psychology, Social Science, Spanish, Speech. Students applying for the B.A. must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 90 of which must be in the liberal arts. Those who wish to teach on the elementary or secondary level will also follow the programs approved for teacher certification. (Bachelor of Arts in Human Relations is offered at the Suffolk Campus.)

BACHELOR OF SCIENCE in Biology, Chemistry, and Mathematics. Students applying for the B.S. must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 60 of which must be in the liberal arts. Those who wish to teach on the elementary or secondary level will also follow the programs approved for teacher certification.

BACHELOR OF SCIENCE in Recreation. Students applying for the B.S. in Recreation must satisfy the requirements of the core curriculum and major, and elect additional courses for a total of 128 credits, at least 60 of which must be in the liberal arts. At present, this program is offered only at the Suffolk Campus.

For details concerning these programs, which are open to all qualified students, students should consult the catalogues for the College of Arts and Sciences, Brooklyn or Suffolk.

Division of General Studies

The College provides the following opportunities for adults with diversified professional and personal orientations to pursue college degree programs. These programs are administered by the the Division of General Studies.

BACHELOR OF SCIENCE in General Studies, Community Health, and Health Administration.

Students applying for the B.S. in Community Health or Health Administration must satisfy the requirements of the core curriculum and major (outlined below) and elect additional courses for a total of 128 credits, at least 60 of which must be in the liberal arts.

The B.S. in General Studies provides an opportunity for students with non-traditional academic backgrounds as well as those who have an Associate degree to pursue a flexible course of study. Of the 128 credits required for the degree, at least 60 must be in the liberal arts. Students may elect to complete a module of courses drawn from any of the registered programs of the College. At the present time, four modules are popular: Child Care Services, Early Childhood Education, Community Health, and Health Administration.

For all degrees, a cumulative index of 2.0 is required, as well as an index of 2.0 in the major/module.

ACADEMIC ADVISEMENT

An integral part of providing a quality educational experience to adults is an academic advisement system that can be responsive to their individual needs. Toward that end the Division requires, as part of the admission procedure, that all students meet with an Advisor to plan an academic program. Prior to this initial meeting, students receive a counseling worksheet that will guide them and their Advisors in the preparation of their programs. Students should retain this worksheet and bring it to subsequent advisement meetings. It is recommended that students consult with an Advisor once a semester.

INDEPENDENT STUDY

The College recognizes that there are circumstances under which students will benefit from guided independent study. Students interested in this option should register by completing the registration form as follows: "Independent Study" and the number of credits, not normally to exceed three per semester and six overall. Students interested in this option should so indicate on the program form during registration period. The approval of the Department Chairman is necessary. The Chairman will supervise the selection of a topic and assign a mentor. Ordinarily students may not take more than three credits on an independent study basis in any one semester, nor more than six credits overall.

ACADEMIC POLICIES

Attendance

Students are expected to attend regularly and punctually all classes in which they are registered. The Division maintains attendance records for all students. Because active participation is considered vital to the educational process, faculty members may wish to make classwork and participation a component of the grade in the course. Students who must be absent for an extended period of time are urged, therefore, to contact the individual instructor or the Academic Advisor concerning classwork, assignments, and announced quizzes.

At the same time, the faculty recognizes that on occasion students cannot be present. Because faculty members have confidence in the maturity of the student body and recognize the personal growth which comes through responsible freedom, they have vested all members of the student body with personal responsibility for their attendance.

Faculty members wish to emphasize, however, that students are equally responsible with them for creating a climate of inquiry and sharing. True education results only from active involvement in the learning process.

Change of Major or Module

Students who wish to change major or module must submit this intent in writing to the Registrar. These requests are reviewed by the Department Chairman or Advisor. Students must then meet with an Advisor to plan a new program. Change of major or module should be effected before the period of programming for the following term.

Change of Program

A fee of \$5 is charged for each change of program, \$15 for late registration. Students are not permitted to enter a course in a fifteen-week session after the second class meeting (i.e., after two meetings of three hours each), nor to enter a six week session after the first class session (i.e., after one session of seven and one-half hours).

Withdrawing from Courses

Students who wish to withdraw from a course should obtain the official form from the Registrar and follow the procedure outlined. Ordinarily, withdrawal may take place up to the midpoint of the term or session; thereafter, it may take place only for a most unusual reason and with the approval of the Director. A fee of \$5 is charged.

Students who do not withdraw officially from a course continue on the class register and must satisfy the requirements of the course. Failure to do so will result in the grade of F.

Courses at Other Colleges

Students who have reason to take courses for credit at other colleges should file the appropriate form in the Registrar's office. The decision to allow students to take such courses is made by the Director in consultation with the Department Chairman or Advisor. The College reserves the right to refuse permission or to limit the number of such courses. Upper level students may not take courses at Junior or Community Colleges.

When the courses have been completed, students are responsible for having an official transcript sent to the Registrar. Although the grades are not entered on the transcript nor included in the cumulative index, no credit will be allowed for a course with a grade below C-. (For Transfer Student Policy, see *Admissions*.)

Academic Standing

The Division of General Studies fully admits for matriculation only those students deemed capable of completing the requirements for the degree. Since students may experience difficulty at some point, however, they should consult, early enough in the term for practical assistance, the class instructor and/or the Chairman of the Department or Advisor. Students are advised to investigate the implications of academic standing on their eligibility for financial aid.

Satisfactory progress is ordinarily represented by an index of 2.0. Students with indexes below 2 are evaluated by the Academic Development Committee. Basing its judgment upon students' potential, previous academic background, and calculated estimation of improvement, the Committee may permit students to continue in good standing, under the guidance of an Academic Advisor, for a stated time, thus giving them a chance to succeed.

The procedures are as follows: at the end of each semester the Registrar reviews the record of every student and refers those who have failed to maintain a 2.0 to the Committee. The Committee endeavors to determine the causes of the academic difficulty and recommends adjustments in program for the following term. Students may represent to the Committee, in person or in writing, any relevant circumstances.

Students who, at the end of the semester, have not achieved an index of 2.0 or higher, may not take more than 12 credits the following semester. Although the Committee reviews each case individually, students who continue to achieve below the required index of 2.0 will be advised to withdraw.

Reinstatement

Students asked to withdraw because of unsatisfactory progress might be readmitted to the College following a written request, assessment of previous academic record and of potential, evidence of increased motivation, possible retesting, and approval of the Director.

Students who are reinstated are considered to satisfy the requirements for satisfactory progress and good standing and are therefore eligible for federal and state funds.

Examinations

Final examinations are held at the end of each semester. Illness is the only excuse for absence from an examination. Students who are absent from a final examination must call the Registrar on the day of the exam, giving the reason for the absence. Within one week, students must write to the Director, stating the reason for the absence and requesting a make-up exam. A fee of twenty dollars is required for each late examination. A special examination may be given no sooner than two months from the originally scheduled examination. Dates and hours for such examinations are specified by the Registrar. Students must take the make-up exam at the time specified. Students absent from a make-up exam will receive a grade of zero for the exam.

Incompletes

If a faculty member believes that students, for a serious reason, should be allowed additional time in which to complete the requirements of a course, the faculty member must notify the Registrar to this effect. It is the responsibility of the students for whom such exceptions are made to see that the work is completed so that the faculty member may give the final grades to the Registrar's office NOT LATER THAN January 31 for the Fall semester, July 1 for the Spring semester, and September 1 for the Summer semester.

Grades and Reports

Transcripts of courses and grades are issued at the end of each term. The final grade in each course is based on the criteria established by the individual faculty member. Grades are interpreted as follows:

<i>Quality</i>	<i>Grade</i>	<i>Percentage</i>	<i>Quality Points</i>
Excellent	{ A	93.0-100.0	4.0
	{ A-	90.0-92.9	3.7
Good	{ B+	87.0-89.9	3.3
	{ B	83.0-86.9	3.0
	{ B-	80.0-82.9	2.7
Satisfactory	{ C+	77.0-79.9	2.3
	{ C	73.0-76.9	2.0
	{ C-	70.0-72.9	1.7
Passing	{ D+	67.0-69.9	1.3
	{ D	63.0-66.9	1.0
	{ D-	60.0-62.9	0.7
Unsatisfactory	F	Below 60.0	0.0

Pass/Fail Basis

Pass	P	60-100	—
Pass with honors	PH	Pass (90 or above)	—
Unsatisfactory	U	Below 60	—

Withdrawal from the College

Students who plan to withdraw from the College should consult an Advisor and then submit written notification of withdrawal. Without such a statement, students who drop out will be continued on the register and will receive grades of F in all courses. All financial obligations to the College must be fully paid before students may withdraw or graduate in good standing. In addition, students who have received a scholarship or loan must have an exit interview with the Financial Aid Officer. (See *Financial Aid Program*.) The Administration of the College may require the withdrawal of students whose academic record or conduct is judged unsatisfactory.

HONORS

Distinguished Graduate Award

The Distinguished Graduate Award is given to graduates who receive a cumulative index of 3.70 or higher.

STUDENTS' RIGHT TO PRIVACY AND ACCESS TO RECORDS

Public Law 93-380, usually titled "Family Educational Rights and Privacy Act," or more often known simply as the Buckley Amendment, prohibits release of any material in students' files without the students' written consent. This law also affords students the right to review the contents of their official academic folders, except for those documents excluded by Law 93-380, as amended.

Students who wish to inspect their folders are required to complete the REQUEST FOR DISCLOSURE OF STUDENT FILE INFORMATION. These forms are available in the Registrar's office. Students who wish to challenge the contents of their folders as inaccurate, misleading, or inappropriate, should follow the established procedures, available from the Registrar.

It is the responsibility of all students to inform the College of any change in their mailing address. Failure to do so relieves the College of any liability in the event that important correspondence is not received by students.

CURRICULAR OFFERINGS

PROGRAMS IN HEALTH CARE FIELDS

The Bachelor of Science degrees in Community Health and Health Administration have been designed to educate health practitioners to be responsive to community needs. Concomitantly, courses in the major programs: (1) meet the individual needs of health professionals with diverse orientations and professional concerns; and (2) promote such generic cognitive capabilities as critical thinking and problem solving, skills that transcend technical or professional specializations and provide for continuing development and adaptation.

In addition to having met the general admission requirements of the Division, students typically have postsecondary training and have acquired skills and knowledge through experience. Exceptions to this are made with the approval of the Department Chairman.

Bachelor of Science in Community Health

Anne Jordheim, Ed.D., Chairman

<i>Major Requirements</i>		<i>Credits</i>
CH 415	Community Health	3
CH/HA 430	Crucial Health Issues	3
CH 469	Seminar in Community Health	3
Major Electives	(21 credits from Community Health offerings; 9 of these may be taken in Health Administration or related areas)	21
<i>Required Core Courses</i>		<i>Credits</i>
CH/HA 401	Problem Solving for Health Professionals	3
CH/HA 402	Critical Thinking for Health Professionals	3
CH403	Community Health and the Liberal Arts	3
GS 101b	Writing Skills for Professionals	3
Science or Mathematics		3
Social Science		3
<i>Liberal Arts Electives</i>		42
<i>Other Electives</i>		38
<i>Total</i>		128

CH 100 INTRODUCTION TO CHILD CARE SERVICES

This course explores the history, philosophy, and rationale of child care services. Special focus is placed on day care, foster care, placement institutions, residential treatment centers, and preventative programs.

3 hours a week, 1 semester, 3 credits.

CH/HA 200 ORGANIZATION AND MANAGEMENT OF CHILD CARE SERVICES

A course dealing with effective organizational and management techniques as they pertain to child care services. Included is the application of such topics as supervision, organizational structure, decision making, personnel and staffing, performance appraisal, finance, facilities maintenance, and state codes and regulations.

3 hours a week, 1 semester, 3 credits.

CH 201 LEGAL ASPECTS OF CHILD CARE SERVICES

A review of the legal aspects of setting up and maintaining child care services in the community, the relationship of the Family Court System to child welfare, and the role of the health professional and child care worker in these and various other legal situations.

3 hours a week, 1 semester, 3 credits.

CH 211 PLANNING ACTIVITIES FOR CHILDREN AND YOUTH

Concepts, procedures and techniques for planning and implementing programs and activities appropriate for children and youth. The course is designed for child care workers involved in such areas as foster care, group homes, family day care and youth centers.

3 hours a week, 1 semester, 3 credits.

CH 212 COMMUNITY AND PARENT RELATIONS

The role of the school and child care agencies in relation to parents and community. Topics include use of community resources in establishing good human relations, adjusting to cultural and socioeconomic backgrounds, family education and involvement.

3 hours a week, 1 semester, 3 credits.

CH 230 EMOTIONAL DISTURBANCE IN CHILDREN AND YOUTH

An overview of emotional and psychiatric disorders in childhood and adolescence, ranging from infant autism to adolescent suicide, from debilitating psychiatric problems to transient situational disorders as related to the family, school, and community. Various modes of treatment are covered.

3 hours a week, 1 semester, 3 credits.

CH 231 CHILD ABUSE AND NEGLECT

A survey course to define medical, legal, and social terms of child abuse and neglect and to explore its effects on the child, family, and community. This course also includes discussion of crisis intervention techniques and existing community programs.

3 hours a week, 1 semester, 3 credits.

CH 300 FIELD EXPERIENCE FOR CHILD CARE WORKERS I, II, III

A field experience which offers students the opportunity to pursue an agency-based project chosen in consultation with the instructor. The experience may be pursued either at a child care agency at which students are currently employed or through another appropriate placement arranged by students. Students are required to complete a written project. Class sessions are primarily devoted to peer group interaction. Field hours to be approved by instructor.

4 meetings a semester, 3 credits.

A maximum of 9 credits may be obtained through CH 300.

CH/HA 401 PROBLEM SOLVING FOR HEALTH PROFESSIONALS

This course focuses on the methodology of problem solving. Emphasis is placed on the application of various problem-solving models to life experience problems as well as to professional problems. Students will be asked to contribute problems from their own experience for analysis.

3 hours a week, 1 semester, 3 credits.

CH/HA 402 CRITICAL THINKING FOR HEALTH PROFESSIONALS

The goal of this course is to teach students the analytical skills necessary for the assessment and evaluation of arguments, reports, newspaper articles, and editorials as well as the application of these skills to the decision-making process attending their professional activities. Special attention is focused on materials and issues relevant to the health care field.

3 hours a week, 1 semester, 3 credits.

CH 403 COMMUNITY HEALTH AND THE LIBERAL ARTS

This course, designed for Community Health majors, focuses on the application of the liberal arts to issues in community health. Drawing on the knowledge and methodologies of the social sciences, natural sciences, and the arts and humanities, this course explores themes prevalent in the study of community health.

3 hours a week, 1 semester, 3 credits.

CH 407 HUMAN SEXUALITY IN HEALTH AND DISEASE

An in-depth examination of sexual development and behavior, concentrating on psychological, social and biological foundations of human sexuality. Emphasis on the variations in behavior and function is directed toward the counseling of individuals and families for sexual well-being.

3 hours a week, 1 semester, 3 credits.

CH/HA 408 EPIDEMIOLOGY

An introduction to the field of epidemiology (the science dealing with the incidence, distribution, and control of disease in the population), concentrating on the epidemiological approach to promotion of health and prevention of disease in institutions and in the community. The role of the Public Health Department in disease control and data collection is also considered.

3 hours a week, 1 semester, 3 credits.

CH 409 PSYCHOLOGICAL FACTORS IN HEALTH AND DISEASE

An investigation of the psychological factors that influence an individual's adjustment along the health continuum. Problems of conflict, tension, and anxiety from friends and work environment are dealt with in the discussion of acute, chronic, and psychosomatic health problems.

3 hours a week, 1 semester, 3 credits.

CH 410 SOCIOLOGY OF HEALTH

An introduction to sociology and its role in the health care field. Specific emphasis is placed on cultural and ethnic behaviors and responses to health and illness. Variables and influences that determine different people's expectations and understandings of health care and the organization of health services to meet these needs are also explored.

3 hours a week, 1 semester, 3 credits.

CH 411 ALCOHOLISM

The prevalent social problem of alcoholism is examined both as a sickness and as a social concern. Implications of this malady for family and community are reviewed. Sources of funding are outlined and agencies rendering assistance are identified. Students are presented with insights and recommendations for the organization and administration of prevention and assistance programs in this area.

3 hours a week, 1 semester, 3 credits.

CH 412 NARCOTICS AND DRUG ABUSE PREVENTION

A study of the prevalent social problem of drug abuse, providing the health professional with guidelines for drug abuse prevention, treatment, and rehabilitation programs. The course explores the relationships between drug abuse and alcoholism, especially in the young. It outlines sources of funding, identifies aid agencies and programs, provides some evaluation of present directions, both legal and rehabilitative, and provides insights and recommendations for organizing programs in this field.

3 hours a week, 1 semester, 3 credits.

CH 413 NUTRITION IN COMMUNITY HEALTH

An analysis of the problems of nutrition within the social order. The course introduces students to advanced nutrition theory: nutrient analysis, nutritional counseling techniques, nutrition research on additives, nutritional requirements, and consumer education. National nutrition problems are considered in relation to poor as well as affluent members of our society. Cultural nutrition deficits and F.D.A. involvement in arresting food problems are also examined.

3 hours a week, 1 semester, 3 credits.

CH 414 VENEREAL DISEASE

An examination of the sources and causes of the serious problem of venereal disease, including an analysis of the sociological dimension of the problem. Students examine the incidence and prevalence of venereal diseases. The study of venereology includes etiology, transmission, carrier tracing, diagnostic criteria, treatment, and care. Methods of community and individual education are also discussed.

3 hours a week, 1 semester, 3 credits.

CH 415 COMMUNITY HEALTH

A study of the interrelationship between individuals and community health agencies in an effort to promote, maintain, and improve health and health services. The function of governmental, non-governmental, and voluntary organizations is explored. The history and establishment of community health services is examined. Problems of physical health and development, chronic and communicable disease entities, environmental concerns, safety education, and mental and social health are given extensive treatment.

3 hours a week, 1 semester, 3 credits.

CH/HA 416 CONSUMER HEALTH

An investigation of the controls and laws governing both the consumers' rights to health care services and consumerism as it relates to the health of the individual. Included in this treatment will be the Occupational Health and Safety Act, Atomic Energy Commission, Pure Food and Drug Act, Health Codes (Hospital & Nursing Home), Health Codes for Restaurants, and the Environmental Protection Agency. Discussion also includes environmental agents, industrial hazards, toy safety, consumer laws governing appliances, and the legislative lobby for and against consumer concerns.

3 hours a week, 1 semester, 3 credits.

CH 417 ECOLOGY

Environmental problems as they affect the health and well being of society are discussed. Many aspects are investigated, including pollution, population trends, legislation, and enforcement of environmental control. Future trends for the possible resolution of environmental problems are discussed, such as solid waste management, conservation, air quality, noise, radiation, hydrolic systems, including water control and quality, sanitation, and ocean dumping.

3 hours a week, 1 semester, 3 credits.

CH 418 FAMILY COUNSELING

This course explores the role of the health professional dealing with families undergoing stresses accompanying the illness of a family member. It reviews community dynamics and the organization of services to aid in family living. Students are guided in family assessment and understanding of the structure of family units. Counseling strategies to help families meet their needs and resolve their problems are discussed. Emphasis is placed on methods of dealing with family health in ways that preserve individual rights and dignity.

3 hours a week, 1 semester, 3 credits.

CH 420 HEALTH EDUCATION

This course is designed to acquaint students with the elements of health education programs in hospitals or community agency settings. The focus is on various educational techniques, including the use of educational materials, media, and methods of communication geared to specific target populations, which will help to prevent illness, improve the care of the sick, and increase the health awareness of the community.

3 hours a week, 1 semester, 3 credits.

CH/HA 421 ORGANIZATION AND ADMINISTRATION OF MATERNAL, CHILD, AND YOUTH PROGRAMS

An examination of the problems and appropriate programs for child welfare, the battered child, the runaway child, foster care, infant and child nutrition and health, and drug abuse problems. Child development and maternal health needs, problems, and services are reviewed. Organization methods and program management are discussed in detail. (Suggested antecedent course: HA 481—Introduction to Administration and Management, Health Care Field.)

3 hours a week, 1 semester, 3 credits.

CH/HA 422 SCHOOL HEALTH PROGRAMS

An investigation into the organization and administration of school health programs, emphasizing education as well as prevention. The school structure is reviewed as well as the place of the health educator within the school system. School health problems are discussed.

3 hours a week, 1 semester, 3 credits.

CH 427 CONCEPTS IN PREVENTION OF MENTAL ILLNESS

Major focus of the course is on analyzing the causes and types of mental illness, studying the specific ways and measures for prevention of mental disorders, and promoting mental health. Areas covered include developmental theory, deprivation, retardation, improvement of child-rearing practices, genetic counseling, and behavior modification.

3 hours a week, 1 semester, 3 credits.

CH 429 CRISIS INTERVENTION IN MENTAL HEALTH

An overview of crisis situations and crisis intervention strategies. The historical aspects of crisis intervention are discussed. Special emphasis is placed on the skills and techniques necessary in the appropriate handling of suicidal persons, rape victims, and victims of violence and disasters.

3 hours a week, 1 semester, 3 credits.

CH/HA 430 CRUCIAL HEALTH ISSUES

An in-depth investigation into the major health problems facing the nation, with a special emphasis on the urban population. The focus centers on the present organization of the health care delivery system and how this organizational pattern relates to problems in cost effectiveness, quality control, maldistribution of services and professionals as well as the failure of this system to improve the health status of a large part of the population. Special importance is placed on the issue of National Health Insurance.

3 hours a week, 1 semester, 3 credits.

CH/HA 431 COMMUNITY HEALTH ADMINISTRATION

A study of the administration of community health care and prevention programs. Specific topics relative to community and public health include philosophy, governmental aspects, organizational considerations, and fiscal management. (Suggested antecedent courses: HA 481 Introduction to Administration and Management, Health Care Field; CH 415 Community Health.)

3 hours a week, 1 semester, 3 credits.

CH 434 FAMILY HEALTH

Health aspects of families are explored, including the human life cycle and relevant social, physical, and psychological factors. The ramifications of alternative lifestyles on family health is also included.

3 hours a week, 1 semester, 3 credits.

CH/HA 435 HEALTH CARE PROCESS

A theory course designed for practicing health professionals. Participants will utilize a problem-solving approach to patient-care problems. Guided learning experiences are provided in the following areas: (1) *assessment*, (2) *communication techniques*, (3) *planning*, (4) *implementation* (intervention), and (5) *evaluation*. Participants have the opportunity to develop health care plans formulated from actual patient care examples.

3 hours a week, 1 semester, 3 credits.

CH 440 PRINCIPLES OF COUNSELING

An exploration of the theoretical framework of counseling and personality theory. It is structured to expose the health care professional to counseling theory and practice through discussion of the various theories of personality and their proponents. Guided learning through class activities aids the student in applying counseling theory to health care teaching and counseling for health.

3 hours a week, 1 semester, 3 credits.

CH 441 COUNSELING TECHNIQUES

This course provides an opportunity to learn and practice the methods and techniques of counseling. Special emphasis is placed on the dynamics of interviewing and the various adaptations patients make to illness and disability. The counseling model emphasized is one which the health care professional can draw upon and apply to a client/employee centered problem-solving relationship.

Prerequisite: CH 440 PRINCIPLES OF COUNSELING

3 hours a week, 1 semester, 3 credits.

CH 442 COUNSELING PRACTICUM

A supervised practicum in health counseling. The course is made available to students on an individual basis. Those wishing to take the course must make the request to their Academic Advisor.

Prerequisites: CH 440 PRINCIPLES OF COUNSELING and CH 441 TECHNIQUES OF COUNSELING.

Hours to be arranged.

CH 451 GERONTOLOGY

An overview of the senior citizen and his/her impact upon the community and society. The biological, psychological, and social needs of the aging person are discussed. Theories of aging, societal attitudes toward aging, and services available to the older adult are explored. Funding aspects and future trends are also covered in the course.

3 hours a week, 1 semester, 3 credits.

CH 452 DEATH AND DYING

An examination of the reality of death. This course is especially useful for those engaged in work with senior citizens but is also helpful to those involved in hospital or nursing home work with patients who are critically ill. The course focuses on patient and family preparation for death. Discussion covers the dying process, grief, family counseling, and ethical-legal aspects.

3 hours a week, 1 semester, 3 credits.

CH 453 THE PSYCHOLOGY OF AGING

An examination of the psychological changes that take place as people grow older. This course focuses on the time period which begins with the middle age life crisis and review process and continues through preparation for dying. A major emphasis is given to the understanding of various theories of aging presented by such theorists as Erikson, Jung, Lewin, Skinner, and Maslow. Emphasis is also placed on the understanding of attitudes toward aging and on working with families.

3 hours a week, 1 semester, 3 credits.

CH/HA 454 FIELD EXPERIENCE IN GERONTOLOGY

A supervised field experience in gerontology, this course is made available to students on an individual basis, with the approval of their Academic Advisor.

Prerequisite: CH 451 GERONTOLOGY or CH 453 THE PSYCHOLOGY OF AGING.

Hours to be arranged.

CH 458 COUNSELING THE OLDER ADULT

An opportunity to learn special counseling skills necessary for interviewing and assisting the elderly in adjusting and coping with their problems. The physiological, social, and sexual needs of the older adult are reviewed, and approaches to coping with these needs are explored. Problems of being alone and no longer needed are explored, in addition to remedies to this situation.

Prerequisite: CH 440 PRINCIPLES OF COUNSELING or CH 453 THE PSYCHOLOGY OF AGING.

3 hours a week, 1 semester, 3 credits.

CH 461 GENETIC COUNSELING

This course continues with more in-depth study of the social implications of human genetic syndromes and interrelates the counseling techniques and determinations (genetic) for effective genetic counseling. Focus is on exercises in genetic mapping and predictions, estimating risk and probability, as well as deciding on a course of action.

Prerequisite: GS 161 HUMAN GENETICS

3 hours a week, 1 semester, 3 credits.

CH 469 SEMINAR IN COMMUNITY HEALTH

A capstone research course for students pursuing the Community Health module, it is designed to permit an in-depth investigation into an individualized area of interest. Students are expected to employ research methodologies in the preparation of a lengthy paper of professional quality.

Prerequisite: CH 415 COMMUNITY HEALTH

3 hours a week, 1 semester, 3 credits.

CH/HA 484 LEGAL ASPECTS OF HEALTH CARE

A review of the basic legal concepts affecting the health care delivery system. Topics discussed include aspects of malpractice in health care, practitioner liability, legal rights of the consumer, administrative law, medical records, and the role of regulatory agencies.

3 hours a week, 1 semester, 3 credits.

CH/HA 488 ECONOMICS OF HEALTH

An overview of the economic issues relating to the health care field. Factors determining the demand for and utilization of health services, supply functions for facilities and manpower, regulation, licensure, and public intervention through financing and planning are explored.

3 hours a week, 1 semester, 3 credits.

CH/HA 489 COMPREHENSIVE HEALTH PLANNING

An introduction to comprehensive health planning, emphasizing the Public Law Requirements for Health Systems Agencies for Health Planning, the New York State Health Planning commission, the New York State Health Health Action Plan (SHAP), and organizations of local and regional health planning councils. Also covered are the roles and functions of agencies, professionals, and individual consumers in meeting health service needs through direct and indirect services, through training of health care professionals and para-professionals, and through influencing of health care legislation.

3 hours a week, 1 semester, 3 credits.

CH/HA 494 AMBULATORY CARE ADMINISTRATION

Focusing on the delivery of health services on an outpatient basis, this course emphasizes the relationship between in-patient hospitalization and ambulatory care programs. Staffing patterns, quality issues, the effect of third-party payments, sources of funding, and government regulations are examined.

3 hours a week, 1 semester, 3 credits.

CH/HA 500 COMPARATIVE HEALTH SYSTEMS

A course outlining specific health problems in various parts of the world. Health services structures in selected developed countries are explored and compared. Consideration of health problems in Third World countries and the role of the World Health Organization are included. Where feasible, actual site visitations are made.

3 hours a week, 1 semester, 3 credits.

CH/HA 901 HEALTH CARE SKILLS AND TECHNOLOGY

This course recognizes the need for health professionals to have special nursing care skills and/or other health-related skills. Areas of practice include hospitals, extended care facilities, clinics, laboratories, and other related health and mental health facilities. Students who can demonstrate competent practice of such skills grounded in a recognized base of knowledge may apply for life experience credit through the usual life experience procedure. Credits are awarded based upon the intensity of training and the degree of responsibility held over an appropriate period.

Bachelor of Science in Health Administration

Robert Neuhaus, Ed.D., Chairman

<i>Major Requirements</i>		<i>Credits</i>
CH/HA 430	Crucial Health Issues	3
HA 481	Introduction to Administration and Management, Health Care Field	3
HA 490	Seminar in Administration and Management	3
Major Electives	(21 credits from Health Administration offerings; 9 of these may be taken in Community Health or related health areas.)	21
 <i>Required Core Courses</i>		 <i>Credits</i>
CH/HA 401	Problem Solving for Health Professionals	3
CH/HA 402	Critical Thinking for Health Professionals	3
HA 404	Health Administration and the Liberal Arts	3
GS 101b	Writing Skills for Professionals	3
Science or Mathematics		3
Social Science		3
<i>Liberal Arts Electives</i>		42
<i>Other Electives</i>		38
<i>Total</i>		128

CH/HA 200 ORGANIZATION AND MANAGEMENT OF CHILD CARE SERVICES

A course dealing with effective organizational and management techniques as they pertain to child care services. Included is the application of such topics as supervision, organizational structure, decision making, personnel and staffing, performance appraisal, finance, facilities maintenance, and state codes and regulations.

3 hours a week, 1 semester, 3 credits.

CH/HA 401 PROBLEM SOLVING FOR HEALTH PROFESSIONALS

This course focuses on the methodology of problem solving. Emphasis is placed on the application of various problem-solving models to life experience problems as well as to professional problems. Students will be asked to contribute problems from their own experience for analysis.

3 hours a week, 1 semester, 3 credits.

CH/HA 402 CRITICAL THINKING FOR HEALTH PROFESSIONALS

The goal of this course is to teach students the analytical skills necessary for the assessment and evaluation of arguments, reports, newspaper articles, and editorials as well as the application of these skills to the decision-making process attending their professional activities. Special attention is focused on materials and issues relevant to the health care field.

3 hours a week, 1 semester, 3 credits.

HA 404 HEALTH ADMINISTRATION AND THE LIBERAL ARTS

This course, designed for Health Administration majors, focuses on the relationship between the liberal arts and the issues related to health administration. Drawing on the knowledge and methodologies of the social sciences, natural sciences, and the arts and humanities, this course explores themes prevalent in the study of health administration.

3 hours a week, 1 semester, 3 credits.

CH/HA 408 EPIDEMIOLOGY

An introduction to the field of epidemiology (the science dealing with the incidence, distribution, and control of disease in the population), concentrating on the epidemiological approach to promotion of health and prevention of disease in institutions and in the community. The role of the Public Health Department in disease control and data collection is also considered.

3 hours a week, 1 semester, 3 credits.

CH/HA 416 CONSUMER HEALTH

An investigation of the controls and laws governing both the consumers' rights to health care services and consumerism as it relates to the health of the individual. Included in this treatment will be the Occupational Health and Safety Act, Atomic Energy Commission, Pure Food and Drug Act, Health Codes (Hospital & Nursing Home), Health Codes for Restaurants, and the environmental Protection Agency. Discussion also includes environmental agents, industrial hazards, toy safety, consumer laws governing appliances, and the legislative lobby for and against consumer concerns.

3 hours a week, 1 semester, 3 credits.

CH/HA 421 ORGANIZATION AND ADMINISTRATION OF MATERNAL, CHILD, AND YOUTH PROGRAMS

An examination of the problems and appropriate programs for child welfare, the battered child, the runaway child, foster care, infant and child nutrition and health, and drug abuse problems. Child development and maternal health needs, problems, and services are reviewed. Organization methods and program management are discussed in detail. (Suggested antecedent course: HA 481 Introduction to Administration and Management, Health Care Field.)

3 hours a week, 1 semester, 3 credits.

CH/HA 422 SCHOOL HEALTH PROGRAMS

An investigation into the organization and administration of school health programs, emphasizing education as well as prevention. The school structure is reviewed as well as the place of the health educator within the school system. School health problems are discussed.

3 hours a week, 1 semester, 3 credits.

HA 423 IN-SERVICE MANAGEMENT AND METHODS OF TEACHING (I)

The focus of this course is on the establishment and management of a complete in-service training unit in a health agency. The course covers the planning, designing, and implementation of such a program. The definition, scope, and responsibility of the in-service department is explored in depth. This course is designed for Registered Nurses or other professionals who have teaching responsibilities.

3 hours a week, 1 semester, 3 credits.

HA 424 IN-SERVICE MANAGEMENT AND METHODS OF TEACHING (II)

The focus of this section is on the preparation of lesson plans, selection of staff, selection of teaching aids, and the preparation of a program in staff development for a group of professionals. Teaching methodologies, history of in-service education, staff development, and continuing education are discussed.

Prerequisite: HA 423 IN-SERVICE MANAGEMENT AND METHODS OF TEACHING (I)

3 hours a week, 1 semester, 3 credits

HA 426 ORGANIZATION, ADMINISTRATION, AND SUPERVISION OF PROGRAMS FOR THE HANDICAPPED

An exploration of the administration and supervision of programs for the handicapped individual. Emphasis is placed on comprehensive treatment, administration, outreach, health teams, education, staff training, and sources of program funding.

(Suggested antecedent course: HA 481 Introduction to Administration and Management, Health Care Field.)

3 hours a week, 1 semester, 3 credits.

HA 428 ORGANIZATION AND ADMINISTRATION OF PROGRAMS IN MENTAL HEALTH

An in-depth analysis of mental health administration, treatment of the mentally ill, comprehensive programs for the mentally ill, programs associated with retardation, and the development of the health team to deal with mental illness and retardation. (Suggested antecedent course: HA 481 Introduction to Administration and Management, Health Care Field.)

3 hours a week, 1 semester, 3 credits.

CH/HA 430 CRUCIAL HEALTH ISSUES

An in-depth investigation into the major health problems facing the nation, with a special emphasis on the urban population. The focus centers on the present organization of the health care delivery system and how this organizational pattern relates to problems in cost effectiveness, quality control, maldistribution of services and professionals as well as the failure of this system to improve the health status of a large part of the population. Special importance is placed on the issue of National Health Insurance.

3 hours a week, 1 semester, 3 credits.

CH/HA 431 COMMUNITY HEALTH ADMINISTRATION

A study of the administration of community health care and prevention programs. Specific topics relative to community and public health include philosophy, governmental aspects, organizational considerations, and fiscal management. (Suggested antecedent courses: HA 481 Introduction to Administration and Management, Health Care Field; CH 415 Community Health.)

3 hours a week, 1 semester, 3 credits.

CH/HA 435 HEALTH CARE PROCESS

A theory course designed for practicing health professionals. Participants will utilize a problem-solving approach to patient-care problems. Guided learning experiences will be provided in the following areas: (1) assessment, (2) communication techniques, (3) planning, (4) implementation (intervention), and (5) evaluation. Participants have the opportunity to develop health care plans formulated from actual patient care examples.

3 hours a week, 1 semester, 3 credits.

HA 436 EVALUATION OF HEALTH CARE PROGRAMS

The evaluative process is discussed with a focus on the relationship of this process to administrative control and decision making. Various evaluation methodologies are reviewed, including audits, Utilization Review (U.R.) and Professional Standards Review Organizations (PSRO).

3 hours a week, 1 semester, 3 credits.

CH/HA 454 FIELD EXPERIENCE IN GERONTOLOGY

A supervised field experience in gerontology, this course is made available to students on an individual basis, with the approval of their advisor.

Prerequisite: CH 451 GERONTOLOGY or CH 453 THE PSYCHOLOGY OF AGING.

Hours to be arranged.

HA 479a INTRODUCTION TO DATA PROCESSING

Math 49c

For students interested in the application of computers to administrative, business and managerial information, and data processing. Basic material includes processing capabilities of the information storage facilities of computers, record and file design, payroll, billing and inventory systems. The course provides background in fundamental concepts and terminology for those students who wish to take more detailed courses in programming. Health emphasis.

3 hours a week, 1 semester, 3 credits.

HA 479b INTRODUCTION TO COMPUTERS

Math 50c

Emphasis on learning to write simple computer programs to solve problems in familiar applications, such as payroll, text editing, computer-assisted instructions, ecology, library science and game playing. Supporting topics include time-sharing and debugging, and documentation, as well as structural programming. Introduction to COBOL and other programming languages. Health emphasis.

3 hours a week, 1 semester, 3 credits.

HA 481 INTRODUCTION TO ADMINISTRATION AND MANAGEMENT, HEALTH CARE FIELD

An overview course dealing with health care management. Included in the course are such topics as effective management, supervision, organizational structures, decision making, personnel and staffing, performance appraisal, finance, budgets, fiscal operations, facilities maintenance, and services distribution and control. State codes and accreditation standards are reviewed.

3 hours a week, 1 semester, 3 credits.

HA 482 ADMINISTRATIVE STRATEGIES SEMINAR

A course for those students interested in furthering their administrative knowledge and skills as they relate to the specific and unique organization and function of the various specialty areas of health care institutions. It offers students the opportunity to innovate and improvise through application of administrative theory.

Prerequisite: HA 481 INTRODUCTION TO ADMINISTRATION
AND MANAGEMENT, HEALTH CARE FIELD

3 hours a week, 1 semester, 3 credits.

HA 483 PERSONNEL ADMINISTRATION, HEALTH CARE FIELD

An introduction to personnel administration for health professionals. This course deals with such topics as the relationship of the individual to the organization, recruitment of personnel, interviewing and selection of personnel, human resources and motivation theory, morale, staff development and training, and the management of employee records. The development of personnel policies and procedures is also covered.

3 hours a week, 1 semester, 3 credits.

CH/HA 484 LEGAL ASPECTS OF HEALTH CARE

A review of the basic legal concepts affecting the health care delivery system. Topics discussed include aspects of malpractice in health care, practitioner liability, legal rights of the consumer, administrative law, medical records, and the role of regulatory agencies.

3 hours a week, 1 semester, 3 credits.

HA 485 COLLECTIVE BARGAINING AND LABOR RELATIONS, HEALTH CARE FIELD

An overview of collective bargaining and labor relations in the health care setting. Specific topics include the history of organization in the health care field, the objectives of collective bargaining, the usage of collective bargaining, management responsibility, the grievance process, alternatives to employee strikes, and issues in personnel relations and collective bargaining.

3 hours a week, 1 semester, 3 credits.

HA 486 LONG TERM HEALTH CARE ADMINISTRATION

This course deals with the application of administrative theory to long term care facilities. Facilities are classified, and services of each are defined. Planning, construction, financial management, codes and regulations, Medicaid/Medicare, and an in-depth examination of personnel and health care services are covered. (Suggested antecedent course: HA 481 Introduction to Administration and Management, Health Care Field.)

3 hours a week, 1 semester, 3 credits.

HA 487 SYSTEMATIC APPROACH TO DELIVERY OF HEALTH CARE SERVICES

The course focuses on the development of the systematic, efficient utilization of care provider time. Students prepare and conduct time-space studies in their actual work settings and evaluate the results in time saved, cost effectiveness, and quality of care.

3 hours a week, 1 semester, 3 credits.

CH/HA 488 ECONOMICS OF HEALTH

An overview of the economic issues relating to the health care field. Factors determining the demand for and utilization of health services, supply functions for facilities and manpower, regulation, licensure, and public intervention through financing and planning are explored.

3 hours a week, 1 semester, 3 credits.

CH/HA 489 COMPREHENSIVE HEALTH PLANNING

An introduction to comprehensive health planning, emphasizing the Public Law Requirements for Health Systems Agencies for Health Planning, the New York State Health Planning Commission, the New York State Health Action Plan (SHAP), and organizations of local and regional health planning councils. Also covered are the roles and functions of agencies, professionals, and individual consumers in meeting health service needs through direct and indirect services, through training of health care professionals and para-professionals, and through influencing of health care legislation.

3 hours a week, 1 semester, 3 credits.

HA 490 SEMINAR IN ADMINISTRATION AND MANAGEMENT

A capstone research course for students pursuing the Health Administration module, it is designed to permit students to do an in-depth investigation into an area of their interest. Students employ research methodologies in the preparation of a lengthy paper of professional quality.

Prerequisite: HA 481 INTRODUCTION TO ADMINISTRATION AND MANAGEMENT, HEALTH CARE FIELD

3 hours a week, 1 semester, 3 credits.

HA 491 MANAGEMENT BY OBJECTIVES, HEALTH CARE FIELD

An introduction to the administrative tool known as MBO (Management by Objectives), the course contains practical management exercises for health care professionals, including setting objectives, obtaining agreement on the objectives, identifying key result areas, writing objectives, and analyzing identified problems and alternatives.

3 hours a week, 1 semester, 3 credits.

HA 492 HOSPITAL ADMISSIONS AND DISCHARGE PLANNING

An exploration of the management and legal considerations surrounding hospital admissions, the course also deals with the development of a comprehensive discharge plan and includes the issue of home care.

3 hours a week, 1 semester, 3 credits.

HA 493 ADMINISTRATION OF INSTITUTIONAL SAFETY

This course provides an introduction to issues related to safety and internal security. Topics include methods of inspection, fire regulations, emergency evacuation procedures, safety training for personnel, structural plant maintenance, storage of volatiles and combustibles, electrical equipment, and infection control.

3 hours a week, 1 semester, 3 credits.

CH/HA 494 AMBULATORY CARE ADMINISTRATION

Focusing on the delivery of health services on an outpatient basis, this course emphasizes the relationship between inpatient hospitalization and ambulatory care programs. Staffing patterns, quality issues, the effect of third-party payments, sources of funding, and government regulations will be examined.

3 hours a week, 1 semester, 3 credits.

HA 495a MANAGEMENT ACCOUNTING AND CONTROL

Bus 240

An introduction to the techniques used by managers in making operational decisions, the course examines costing procedures, capital investment concepts, and some elements of budgeting and control systems.

3 hours a week, 1 semester, 3 credits.

HA 495b PRINCIPLES OF ACCOUNTING

Bus 110

An introduction to the skills needed to interpret financial reports, the course covers basic concepts relating to the balance sheet and income statement.

3 hours a week, 1 semester, 3 credits.

HA 495c ACCOUNTING FOR ORGANIZATIONS AND BUSINESS

Bus 241 ENTITIES

A study of the design, operation, and management of accounting controls. The analysis includes problems encountered in corporation finance as well as accounting controls for non-profit and governmental entities, including hospitals, schools, and human resource centers. Applications of the principles of auditing and internal control are examined as well as the varied uses of management information systems. The course utilizes actual cases supplemented with an assigned text. Special emphasis on health field.

3 hours a week, 1 semester, 3 credits.

HA 496 HEALTH MAINTENANCE ORGANIZATIONS

An exploration of the philosophy and operation of health maintenance organizations (HMO), their role in the health care system, and their impact on third party reimbursement structures.

3 hours a week, 1 semester, 3 credits.

HA 497 FINANCING HEALTH CARE INSTITUTIONS

A course on the processes and methods of financial management of health institutions. The course covers financial planning, development, accounting, monitoring, and controls in health agencies. Reimbursement measures and rate settings are covered.

3 hours a week, 1 semester, 3 credits.

HA 498 ORGANIZATIONAL BEHAVIOR

Bus 130

An introduction to a conceptual framework useful in attempting to understand human behavior in formal organizations. Students are given an opportunity to test these ideas during the analysis and class discussions of a series of case studies.

3 hours a week, 1 semester, 3 credits.

CH/HA 500 COMPARATIVE HEALTH SYSTEMS

A course outlining specific health problems in various parts of the world. Health services structures in selected developed countries are explored and compared. Consideration of health problems in Third World countries and the role of the World Health Organization are included. Where feasible, actual site visitations are made.

3 hours a week, 1 semester, 3 credits.

CH/HA 901 HEALTH CARE SKILLS AND TECHNOLOGY

This course recognizes the need for health professionals to have special nursing care skills and/or other health-related skills. Areas of practice include hospitals, extended care facilities, clinics, laboratories, and other related health and mental health facilities. Students who can demonstrate competent practice of such skills grounded in a recognized base of knowledge may apply for life experience credit through the usual life experience procedure. Credits are awarded based upon the intensity of training and the degree of responsibility held over an appropriate period.

HA 902 SUPERVISION SKILLS

This course recognizes the need for health administrators to demonstrate their ability to apply theoretical procedures to life situations involving responsibility for the performance of others. These responsibilities include the assignment and monitoring of tasks performed by staff, the appraisal and evaluation of staff performance, and the responsibility for the resolution of performance problems as well as for staff development and morale. Students who can demonstrate competent practice of such skills may apply for life experience credit through the usual life experience procedure.

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BACHELOR OF SCIENCE IN GENERAL STUDIES

The Bachelor of Science in General Studies is an interdisciplinary program designed especially for adults with non-traditional academic backgrounds. Students must complete 128 credits, including 60 from the liberal arts.

In conjunction with an Academic Advisor, students must design an individual program and complete a module (rather than a major) of at least eight courses in a subject area. The module may be drawn from any of the registered programs of the College. The following modules have been developed to meet student needs at this time.

Early Childhood Education Module

St. Joseph's College has a long-standing tradition of preparing early childhood personnel for schools, child care centers, and social service agencies. The Early Childhood Education module is designed for adult practitioners who are experienced day care professionals; teacher aides, assistants, and paraprofessionals; and nursery school staff in accredited schools and who wish provisional teacher certification. A minimum of two years' paid teaching experience is required for acceptance into this program.

The Early Childhood Education module, sponsored by the Child Study Department, is a competency-based and field-based teacher education program affording State certification for teachers of nursery school through sixth grade and for teachers of special education. The courses emphasize the psychological foundations of behavior relative to child development, teaching, and curriculum.

Required Courses for Module

(For Certification for Nursery, Kindergarten, and Elementary Grades)

CS 101	Child Psychology and Development I
CS 102	Child Psychology and Development II
CS 211	Foundations of Childhood Education
CS 301	Reading and Language Arts: Primary Grades
CS 302	Reading and Language Arts: Intermediate Grades
ECE 410	Seminar and Internship in Nursery, Kindergarten, and Elementary Education OR CS 410 Student Teaching in the Elementary School (see Advisor)
SP 126	Children's Literature and Storytelling
GS 101b	Writing Skills for Professionals

Course in Drug Education

In addition to the credits for the required courses above, students must complete 12 credits from the following courses:

CS 121	Psychology of the Exceptional Child
CS 303	Mathematics in the Elementary School
CS 304	Science in the Elementary School
CS 305	Social Studies in the Elementary School
CS 306	Creative Art Activities for Children
CS 321	Analysis and Measurement in Special Education
CS 322	Curriculum Practices for Special Education
CS 323	Children with Learning Disabilities
TE 100	Teaching English to Speakers of Other Languages
CH 212	Community and Parent Relations
CH 230	Emotional Disturbances in Children and Youth

Students must take a minimum of 18 credits in Early Childhood Education or Child Study at St. Joseph's College.

Required Courses for Certification for Special Education

Students who wish to be certified as teachers of special education (i.e., mentally and physically handicapped, emotionally handicapped, multiply handicapped and learning disabled) may work toward this specialization. In addition to the required courses for N-6 certification, the following courses should be taken: C.S. 121, C.S. 306, C.S. 321, C.S. 322, and C.S. 420 (Practicum in Special Education) or ECE 420 (Seminar and Internship in Special Education). This preparation is competency-based and field-based like the N-6 program.

CS 101 CHILD PSYCHOLOGY AND DEVELOPMENT I

An introduction to the study of the child; historical survey; principles of development; heredity; prenatal and neonatal development; patterns of mental, social, emotional, religious and moral growth; play; the parent/child relationship; problem behavior; the impact of deprivation. Emphasis on infancy and toddlerhood. Directed observations of children.

(Students taking this course may not take ECE 100.)

3 lecture hours, 1 semester, 3 credits.

CS 102 CHILD PSYCHOLOGY AND DEVELOPMENT II

The learning process; theories, research applicable to developmental sequences; patterns of mental, social, emotional, religious and moral growth; play; the parent/child relationship; problem behavior; the impact of deprivation. Emphasis on the preschool period and middle childhood. Directed observations of children.

(Students taking this course may not take ECE 100.)

3 lecture hours, 1 semester, 3 credits.

CS 121 PSYCHOLOGY OF THE EXCEPTIONAL CHILD

Basic psychological and social consideration of the major areas of exceptionality. Study of intellectual exceptionalities, sensory deprivations, motor deviances, behavioral and personality deviances.

3 lecture hours, 1 semester, 3 credits.

CS 301 READING AND LANGUAGE ARTS: PRIMARY GRADES

Basic course in theories and modern practices in language arts in elementary school; special emphasis on reading approaches and skill development sequences N-3. Evaluation of current teaching materials.

2 lecture hours and 2 hours field work each week, 1 semester, 3 credits.

CS 302 READING AND LANGUAGE ARTS: INTERMEDIATE GRADES

Continuation of basic theories and modern practices in language arts in elementary school; emphasis on reading skill development in the middle grades in elementary school.

2 lecture hours and 2 hours field work each week, 1 semester, 3 credits.

CS 303 MATHEMATICS IN THE ELEMENTARY SCHOOL

A course designed to present the concepts and materials of developmental mathematics currently taught in the elementary school and the social and psychological principles underlying the modern approach. Review of research in the field.

2 lecture hours and 2 hours field work each week, 1 semester, 3 credits.

CS 304 SCIENCE IN THE ELEMENTARY SCHOOL

Study of current science methods and materials used in elementary school. Emphasis on psychology of concept development and problem solving in science context. Review of research in field.

2 lecture hours and 2 hours field work each week, 1 semester, 3 credits.

CS 305 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

An examination of current trends, techniques, and developments in the social studies program for the elementary school. Provision for meaningful experience in the ever-widening environment of the child.

2 lecture hours and 2 hours field work each week, 1 semester, 3 credits.

CS 306 CREATIVE ART ACTIVITIES FOR CHILDREN

An introduction to artistic development and expression in childhood. Consideration of curriculum planning, methods and materials, guidance techniques, and special education classes.

2 hours a week, 2 hours field work each week, 1 semester, 3 credits.

CS 308 CURRICULUM DEVELOPMENT FOR PRESCHOOL AND KINDERGARTEN YEARS

A survey of the basic principles and historical beginnings of curriculum development and program planning for preschool children. Special attention will be given to group situations for young children including nursery school, kindergarten, and day care.

2 hours a week, 2 hours field work each week, 1 semester, 3 credits.

CS 321 ANALYSIS AND MEASUREMENT IN SPECIAL EDUCATION

Survey of current trends in analysis and measurement of personality and intelligence with emphasis on children with handicapping conditions. The study of diagnostic prescriptions for these children is reviewed. Demonstration and practice with tests widely used in the field are included.

2 hours a week, 2 hours field work each week, 1 semester, 3 credits.

CS 322 CURRICULUM PRACTICES FOR SPECIAL EDUCATION

The development of teaching competencies for those students who wish to teach classes of children with handicapping conditions. Emphasis given to methods, materials, and curricular modifications to meet the needs of these children.

2 lecture hours, 2 hours field work a week, 1 semester, 3 credits.

CS 323 CHILDREN WITH LEARNING DISABILITIES

Survey of specific learning disabilities found in children and problems related thereto; methods of identifying and assessing the problems; remediation and major educational techniques.

2 lecture hours, 2 hours field work a week, 1 semester, 3 credits.

CS 410 STUDENT TEACHING IN THE ELEMENTARY SCHOOL (N-6)

Observation and practice teaching in the preschool and elementary grades through grade 6 arranged to meet the requirements of the N-6 certificate in New York State. Special hours each week for seminars, conferences, reports, and discussions.

(Grade of C or higher required)

Prerequisite: Approval of Faculty Recommendations Committee.

One semester in the schools: 4 mornings and 1 full day a week, 6 credits.

CS 420 PRACTICUM FOR CLASSES IN SPECIAL EDUCATION

Observation and practice teaching to meet the requirements of this specialization.

(Grade of C or higher required.)

Prerequisite: Approval of Faculty Recommendations Committee.

150 hours, 1 semester, 3 credits.

ECE 100 CHILD PSYCHOLOGY

An introduction to the study of the child from prenatal development through childhood years. Topics include principles of development; patterns of mental, social, emotional, physical, and moral growth; the impact of deprivation.

(Students taking this course may not take Child Study 101 and 102.)

3 hours a week, 1 semester, 3 credits.

ECE 410 SEMINAR AND INTERNSHIP IN NURSERY, KINDERGARTEN, AND ELEMENTARY EDUCATION

Supervised internship designed to assist practitioners with situations they encounter in their educational settings and to assist them in improving their teaching skills. Terminal course to be taken at the conclusion of program. Grade of C or higher required for NYS certification.

Prerequisite: Approval of Faculty Recommendations Committee.

Special hours each week for seminars, conferences, and discussion. 3 credits.

ECE 420 SEMINAR AND INTERNSHIP IN SPECIAL EDUCATION

Supervised internship designed to assist practitioners with situations they encounter in their special educational settings and to assist them in improving their teaching skills. Terminal course to be taken at the conclusion of program. Grade of C or higher required for NYS certification.

Prerequisite: Approval of Faculty Recommendations Committee.

Special hours each week for seminars, conferences, and discussion. 3 credits.

SP 126 LITERATURE AND STORYTELLING FOR CHILDREN

The communication arts of speaking and listening as they pertain to children's literature. Special emphasis on storytelling, choral speaking, and creative dramatics.

2 hours a week, 1 semester, 2 credits.

TE 100 TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Study of the theory, techniques and materials used in the teaching of English as a second language. Topics include development of curricular areas in ESL and cultural, psychological, and linguistic considerations in language learning.

2 hours a week, 1 semester, 2 credits.

Note: For courses with CH prefix, see descriptions in Community Health course listings.

Child Care Services Module

This module, offered through the Community Health and Child Study Departments, has been created to meet the needs of experienced child care workers in such diverse areas as family day care, child mental health, foster care, group homes, adolescent programs, child and family clinics, hospitals, and related child care agencies.

REQUIRED COURSES FOR MODULE

1. One course from the following:

ECE 100	Child Psychology
PSY 225	Adolescent Psychology
CS 101	Child Psychology and Development I
CS 102	Child Psychology and Development II

2. The following course:

CH 100	Introduction to Child Care Services
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3. The following course:

GS 101a	Writing Skills for Professionals
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ELECTIVE COURSES FOR MODULE

In addition to the credit from the required courses above, students must complete 24 credits from Child Study, Early Childhood Education, and/or from the following courses:

CH/HA 200	Organization and Management of Child Care Programs
CH 201	Legal Aspects of Child Care Services
CH 211	Planning Activities for Children and Youth
CH 212	Community and Parent Relations
CH 230	Emotional Disturbances in Children and Youth
CH 231	Child Abuse and Neglect
PSY/CH 250	Group Dynamics and Communications
CH 300	Field Experience for Child Care Workers (I,II, and III, 3 credits each)
PSY/CH 325	Behavior Modification
CH 407	Human Sexuality in Health and Disease
CH 411	Alcoholism
CH 412	Narcotics Abuse and Drug Prevention
CH 413	Nutrition in Community Health
CH 418	Family Counseling
CH/HA 421	Organization and Administration of Maternal, Child, and Youth Programs
CH/HA 422	School Health Programs
HA 426	Organization, Administration, and Supervision of Programs for the Handicapped
HA 428	Organization and Administration of Programs in Mental Health
CH 429	Crisis Intervention in Mental Health
CH 434	Family Health
CH 440	Principles of Counseling
CH 441	Counseling Techniques

CS 101 CHILD PSYCHOLOGY AND DEVELOPMENT I

An introduction to the study of the child; historical survey; principles of development; heredity; prenatal and neonatal development; patterns of mental, social, emotional, religious and moral growth; play; the parent/child relationship; problem behavior; the impact of deprivation. Emphasis on infancy and toddlerhood. Directed observations of children.

(Students taking this course may not take ECE 100.)

3 lecture hours, 1 semester, 3 credits.

CS 102 CHILD PSYCHOLOGY AND DEVELOPMENT II

The learning process; theories, research applicable to developmental sequences; patterns of mental, social, emotional, religious and moral growth; play; the parent/child relationship; problem behavior; the impact of deprivation. Emphasis on the preschool period and middle childhood. Directed observations of children.

(Students taking this course may not take ECE 100.)

3 lecture hours, 1 semester, 3 credits.

ECE 100 CHILD PSYCHOLOGY

An introduction to the study of the child from prenatal development through childhood years. Topics include principles of development; patterns of mental, social, emotional, physical, and moral growth; the impact of deprivation.

(Students taking this course may not take Child Study 101 and 102.)

3 hours a week, 1 semester, 3 credits.

PSY 225 ADOLESCENT PSYCHOLOGY

A comprehensive survey of adolescent behavior in its intellectual, emotional, and social aspects. Techniques for enhancing the adolescent's potential for growth and productivity are given special consideration.

3 hours a week, 1 semester, 3 credits.

PSY/CH 250 GROUP DYNAMICS AND COMMUNICATIONS

A theoretical introduction to small group processes, with an emphasis on the relationship between groups and the individual and on the communication process. Students participate in small group exercises as part of the course requirements.

3 hours a week, 1 semester, 3 credits.

PSY/CH 325 BEHAVIOR MODIFICATION

Introduction to the method and theory of behavior modification and its application to specific problems.

3 hours a week, 1 semester, 3 credits.

Community Health/Health Administration Modules

The option of pursuing one of these modules is open to students who meet the admission requirements of the health majors described above. Students working toward a Community Health module must select 24 credit hours of coursework from courses designated with the CH or CH/HA identifier. Students pursuing a Health Administration module must select 24 credit hours of coursework from courses designated with the HA or CH/HA identifier. Students must also complete GS 101a Writing Skills for Professionals.

Note: For descriptions of courses for these modules, see descriptions under Community Health and Health Administration departmental course listings.

Additional Course Offerings

GS 101a WRITING SKILLS FOR PROFESSIONALS

Geared to the needs of the professional, this course is an introduction to the basic principles of effective writing. Special attention is given to spelling, punctuation, tenses, cases, agreement, subordination, categorization, and modification. Idiomatic expression, vocabulary development, dictionary skills, sentence structure, and paragraph construction are stressed. Competence in all these areas is required.

3 hours a week, 1 semester, 3 credits.

GS 101b WRITING SKILLS FOR PROFESSIONALS

This course addresses itself to the specific writing skills expected of persons in professional situations. Students demonstrate expertise in handling the patterns of organization (illustrative, analytical, argumentative) through a variety of written assignments. Sources of information and research procedures are correlated with the development of reading skills. Emphasis is also placed on minute taking, summarizing, business correspondence, and the writing of memoranda, reports, resumes, and other competencies required of professionals.

3 hours a week, 1 semester, 3 credits.

GS 105 ENJOYING OPERA

An introduction to the world of opera as an exciting aspect of Western civilization and culture. Students are given the opportunity to recognize and criticize different voices and singers, become familiar with operatic terms, and understand the role and function of the composer, singer, critic, promoter, and claue in the creation of opera.

3 hours a week, 1 semester, 3 credits.

GS 110 LIFE EXPERIENCE SEMINAR

A course designed to facilitate the assessment of life experiences for the purpose of composing and constructing an experiential portfolio. The assessment process consists of individualized exercises designed to help the student identify acquired skills and competencies and culminates in relating these to course work as well as to career goals. This course is required of all students seeking life experience credits.

3 hours a week, 1 semester, 3 credits.

GS 151 BIOSTATISTICS

An introduction to statistics, including probability, sampling distributions, variability, correlations, predictions, and hypothesis testing. The course concentrates on application of statistical theory to the understanding of selected health care research projects.

Prerequisite: GS 201 INTRODUCTION TO COLLEGE MATH

3 hours a week, 1 semester, 3 credits.

GS 161 HUMAN GENETICS

This course provides the scientific base in preparation for genetic counseling. It begins with the chemistry of the gene, developing the biochemical component in transmission and inheritance. It establishes the basis for genetic change, damage, and manipulation, as related to probability, permutations, and combinations. The major emphasis, however, is on the social implications of human syndromes related to genetics.

2 hours a week, 1 semester, 2 credits.

GS 171 CULTURAL RESOURCES OF THE METROPOLITAN AREA

An opportunity for students to discover and appreciate the rich cultural resources of the New York metropolitan area. The course is highlighted by special trips to museums, galleries, theatres, and concerts.

3 hours a week, 1 semester, 3 credits.

GS 172 CULTURAL RESOURCES OF LONG ISLAND

An opportunity for students to discover and appreciate the rich cultural resources of the Long Island area. The course is highlighted by special trips to museums, galleries, theatres, and concerts.

3 hours a week, 1 semester, 3 credits.

GS 181 HISTORIC NEW YORK

An opportunity to discover the New York metropolitan area's past. The course format provides students with a blend of classroom and field experience emphasizing trips to museums and noted historical sites.

3 hours a week, 1 semester, 3 credits

GS 182 HISTORIC LONG ISLAND

An opportunity to discover Long Island's past. The course format provides students with a blend of classroom and field experience emphasizing trips to museums and noted historical sites.

3 hours a week, 1 semester, 3 credits.

GS 183 GENEALOGY: FAMILY HISTORY

A two-credit course that offers students historical tools to help them trace their ancestral "roots." In addition to learning the techniques of genealogy, students explore the historical period during which their relatives lived. This exploration should aid in an understanding of how the events of the period affected the lives of their relatives. In lieu of a final examination, students conduct a genealogical study of their descendents.

2 hours a week, 1 semester, 2 credits.

GS 201 INTRODUCTION TO COLLEGE MATH

A course that addresses the development of analytical skills in comprehending mathematics and solving problems. It involves fractions, decimals, percents, ratios, negative numbers, graphing, algebra, probability, and statistics. Special attention to mathematical applications in the health field.

3 hours a week, 1 semester, 3 credits.

GS 221 CONVERSATIONAL SPANISH

An intensive course in the basic use of the Spanish language. It covers elementary grammar and structure, vocabulary items, idioms, and colloquial phrases. Practical speaking and the understanding of spoken language are stressed. (This course assumes no previous knowledge of the language.)

3 hours a week, 1 semester, 3 credits.

GS 419 MEDICAL SOCIAL WORK

The role of social work and the social worker in health agencies is defined. Investigation of hidden factors that contribute to illness and hospital admission are identified. Referral systems used by social workers are examined. Discharge planning as a team effort is discussed. Emphasis is placed on methods of alerting patient, family, and doctor to the presence of social problems causing hospitalization. Major focus is on the team approach to patient care.

3 hours a week, 1 semester, 3 credits.

GS 425 PHARMACOLOGY

This course is designed to further develop pharmacological knowledge for the purpose of patient counseling and discharge teaching. It also reviews clinical information necessary for furthering knowledge of drug interactions, and the identification of symptoms and side effects caused by the physical reactions to medications.

3 hours a week, 1 semester, 3 credits.

GS 470a OVERVIEW OF CRITICAL CARE

This course is an introduction to critical care nursing management. It is designed to help the health care professional understand the use of the equipment found in the various care units, acquire skills and understandings necessary to effectively function within critical care units, and develop an appreciation for the need of continuing education and self-development. The course defines the critical care component, differentiates it from acute and emergency care, and identifies the areas in which critical care units are necessary.

3 hours a week, 1 semester, 3 credits.

GS 470b RESPIRATORY INTENSIVE CARE

This course concentrates on those respiratory diseases and conditions requiring intensive intervention through various mechanical respirators and gas administrations. An in-depth study is conducted of the assessment tools for measuring respiratory function such as spirometry and blood gas studies in relation to the pathophysiological conditions affecting the respiratory tract.

3 hours a week, 1 semester, 3 credits.

GS 470c CORONARY INTENSIVE CARE

This course concentrates on the management of the patient with cardiovascular disease, problems, or complications. Monitoring equipment is explained. The organization and operation of the coronary care unit, as well as the medical and legal problems associated with this unit, are explored.

3 hours a week, 1 semester, 3 credits.

GS 470d EMERGENCY ROOM INTENSIVE CARE

This course concentrates on emergency crisis situations. Basic physical and mental assessment skills are introduced and appropriate interventions are covered. Triage skills are developed through emphasis on assessment of critical problems, anticipation of patient responses, priority setting, and problem solving in all major categories of emergencies.

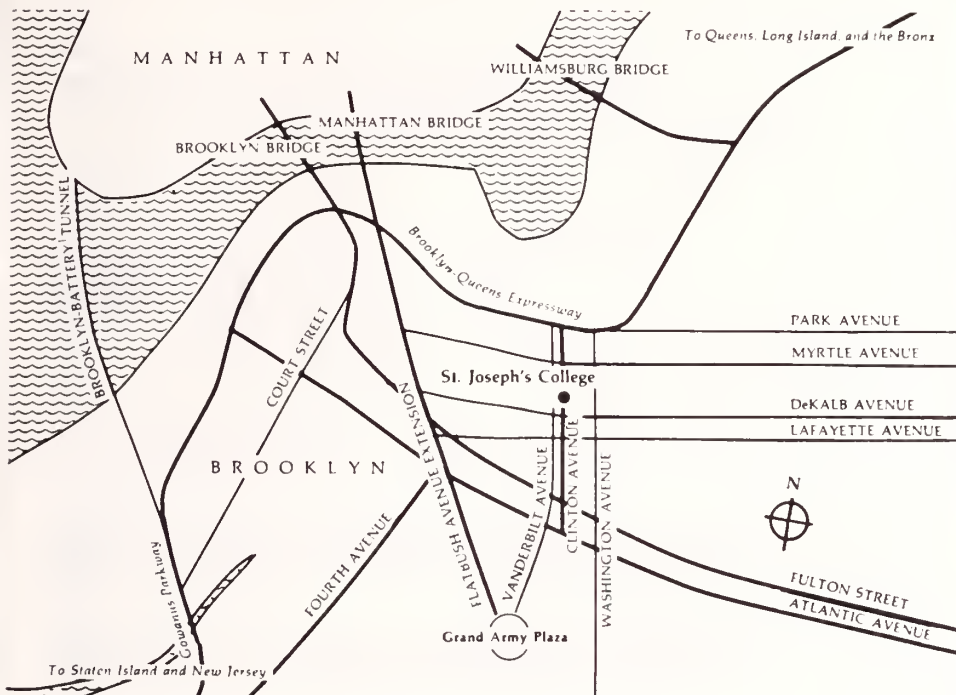
3 hours a week, 1 semester, 3 credits.

GS 470e PEDIATRIC INTENSIVE CARE

This course concentrates on the particular and specific problems and needs of children and neonates requiring intensive care. Emphasis is placed on the special equipment utilized in the management of critically ill children and neonates, as well as the psychological component involved in treating children effectively.

3 hours a week, 1 semester, 3 credits.

Area Map of Clinton Hill and Downtown Brooklyn



LOCATION

St. Joseph's College is located in the Clinton Hill section of Brooklyn.

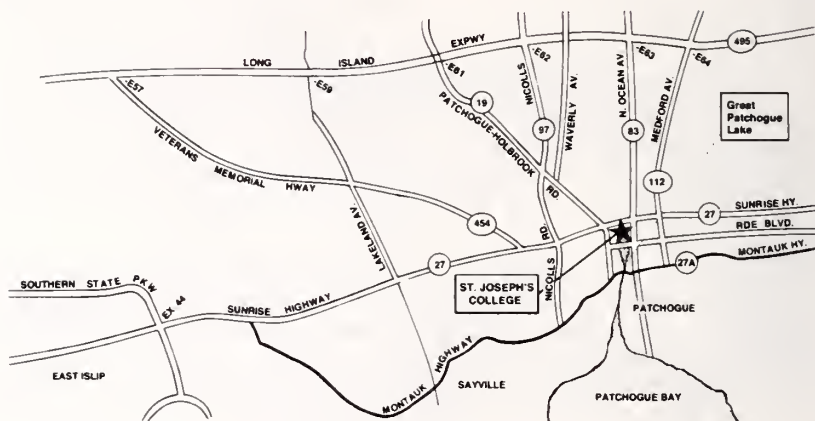
The College may be reached via:

BUS: DeKalb Avenue Bus (No.38) to Clinton Avenue
 Vanderbilt Avenue Bus (No.69) to DeKalb Avenue
 Crosstown Bus (No.61) to Vanderbilt Avenue
 Myrtle Avenue Bus (No.54) to Clinton Avenue

TRAIN: Brooklyn-Queens Local "GG" to Clinton-Washington Station

CAR: Atlantic Avenue
 Clinton Avenue
 Myrtle Avenue
 Park Avenue
 Vanderbilt Avenue
 Washington Avenue
 Brooklyn-Queens Expressway: Kent (from Queens) or Flushing Avenue (from downtown Brooklyn) Exits.

Area Map of Patchogue Vicinity



TRAIN: Long Island Rail Road to Patchogue Station. Waverly Avenue Bus to Waverly Avenue and Roe Boulevard corner. Walk east to 155 Roe Boulevard, front entrance.

CAR: Travel **East** on the Long Island Expressway to Exit 61 onto Patchogue-Holbrook Road, South to Sunrise Highway (Rte. 27). Turn Left on Rte. 27, 1000 feet to College entrance on right.

or

Travel **South** on Southern State Parkway to Exit 44, Sunrise Highway East (Rte. 27). Continue on Sunrise Highway to 1000 feet beyond Waverly Avenue.

or

Travel **South** on Veterans' Highway or Nicholls Road to Sunrise Highway. Travel **East** on Sunrise (Rte. 27) to 1000 feet beyond Waverly Avenue.

Or

Travel **West** on Sunrise Highway (Rte. 27) past Ocean Avenue and continue to 1000 feet **before** Waverly Avenue (next light). Turn left onto College property.

PLANE: To nearby MacArthur Airport.

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